DOCUMENT RESUME

ED 116 867 95 RC 008 938

AUTHOR McConnell, Beverly
TITLE Training Migrant Paraprofessionals in the Bilingual Mini Head Start, February 1973.
INSTITUTION Washington State Intermediate School District 104, Ephrata.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
PUB DATE Feb 73
NOTE 24p.

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS Bilingual Education; Community Involvement; Curriculum Development; *Early Childhood Education; *Educational Assessment; *Interstate Programs; Material Development; *Migrant Education; *Mobile Educational Services; Parent Participation; Program Evaluation; Staff Improvement
IDENTIFIERS *Texas (La Grulla)

ABSTRACT

The Bilingual Mini Head Start program is an early education program for children of migrant farm workers. The program has three permanent sites--two year-round sites in Washington which serve both mobile migrants and seasonal farm workers' children, and a home base site in Grulla, Texas which serves only mobile migrant children. Teachers from Grulla site move into the migrant stream when the families move north. Each teacher continues to serve a small cluster of migrant children in a series of temporary field locations in Washington, Idaho, and Illinois. Thus, continuity of educational services is offered throughout the migration of this mobile population from Grulla. The program consists of six components: instruction, staff training, parent and community involvement, management, materials development, and relocating delivery system. This report presents the evaluation of the program's progress for the project year 1972-73. Findings are presented by objective in each component. Overall, the objectives are being met. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED116867

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TRAINING MIGRANT PARAPROFESSIONALS
in the
BILINGUAL MINI HEAD START
February, 1973

RL008938

Evaluation Report

INTERMEDIATE SCHOOL DISTRICT 104

Adams-Grant Counties Box 605, Ephrata, Washington 98823

Ernest W. Forge
Superintendent

Harold Kafer
Admin-Assist

February, 1973

TO: Mr. Ernest Forge, Superintendent
Intermediate School District 104

Mr. Noel Guerra, Chairman
La Grulla Migrant Co-op

Board Members and Project Staff

FROM: Beverly McConnell, Evaluator, Bilingual Project

SUBJECT: Evaluation of Progress in Bilingual Mini-Head Start

The enclosed report is provided for your information as a progress report on the Bilingual Mini-Head Start program for the project year 1972-73.

The program objectives in this report have been shortened from their formal statement in the Office of Education project plan. The objectives are numbered according to component, however, so the formal statement can be referred to if the reader seeks a more precise statement.

The project has a contract with Northwest Regional Education Laboratory to provide an audit of the program and its evaluation. Under this contract, Dr. Mark Green has visited the program observing all phases of its operation and monitoring the testing on which the evaluation is based. He will check the accuracy of data analysis and the completeness of documentation for all claims made in this evaluation. The reader is referred to this audit report for an independent outside statement of the reliability and accuracy of the evaluation hereby submitted.

BILINGUAL MINI HEAD START
Operated by Intermediate
School District 104, Wash.
Ernest Forge, Supt.
Louise Gustafson, Project Manager

February, 1973

INTRODUCTION

The BILINGUAL MINI HEAD START program is an early education program for the children of migrant farm workers. Its basic operating grant comes from the Office of Education, Division of Bilingual Education in the Bureau of Elementary and Secondary Education. The program also has support of program operations through Title I Migrant funds administered by the Texas Education Agency; through Title IVA social security funds administered through the Dept. of Social and Health Services of the State of Washington with private matching funds obtained from individuals and the support of non-profit corporations; and from Head Start funds administered through the Indian and Migrant Program Division of Head Start in the Office of Child Development.

This is the only grant awarded by the division of bilingual education in the Office of Education specifically for a project serving mobile migrant children. The design of the program has three permanent sites, two year-round sites in Washington state which serve both mobile migrants and seasonal farm worker's children, and a home base site in Grulla, Texas which serves only mobile migrant children. The teachers from the Grulla, Texas site move into the migrant stream when the families from Grulla move north, and each teacher continues to serve a small cluster of migrant children in a series of temporary field locations in northern states in Washington, Idaho and Illinois. In this way continuity of educational services is offered throughout the migration of this mobile population from Grulla.

The evaluation presented herewith represents the third published evaluation of this project, coming at approximately the 17th month of program operation as a five year bilingual experimental project.

INSTRUCTIONAL COMPONENT

Objective F1.1 UNDERSTANDING OF PRESCHOOL CONCEPTS.

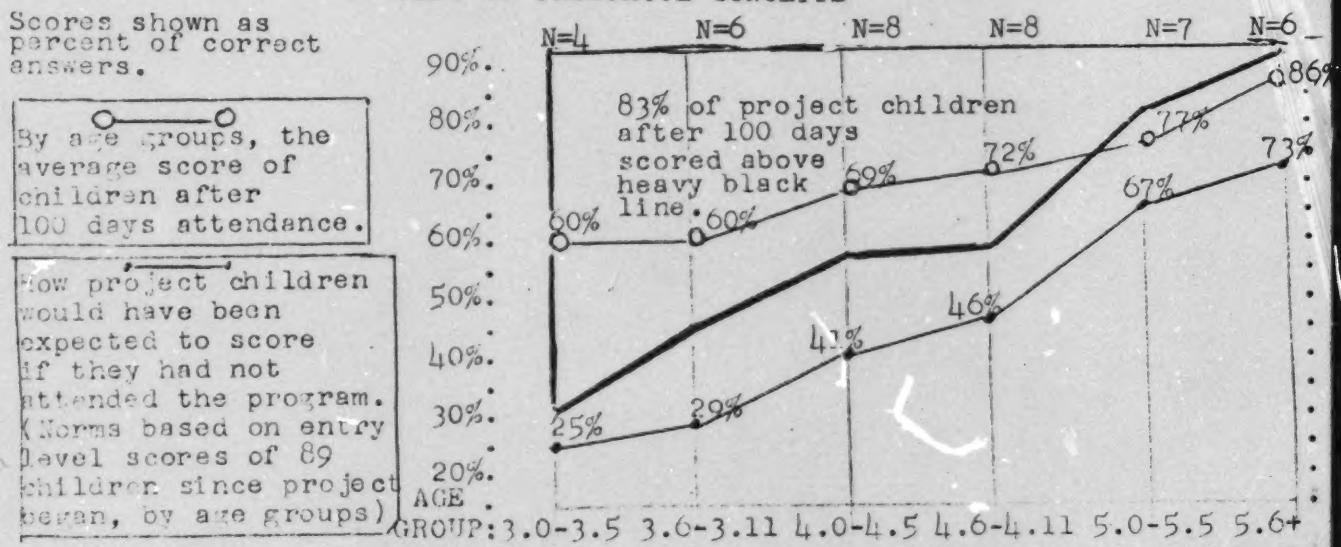
At least 75% of the children attending the program will be able to demonstrate their understanding of concepts of relationship such as comparisons in sizes or numbers, sorting, matching and grouping as measured by the Conceptos test, given as a pretest and after 100 days and 200 days cumulative attendance, when tested in their primary language.

FINDINGS:

February 1973: This goal was reached by 70% of the children.

The criterion level set for evaluating the gain as sufficient to meet this objective was based on comparison to the range of scores on this test achieved by children of comparable age before they had had an opportunity to participate in this bilingual educational program; e.g. children who enrolled in the program and who were tested within their first 30 days of attendance. It was assumed that these scores represented how a child from our project population could be expected to do on this test if he had not had the program, and that comparing the scores of project children after 100 days with these entry level scores of project children of the same age would measure the program's effectiveness. The target set was that after 100 days children would score at or above a level reached by only the top 25% of the children in the comparison group of 89 children, representing all age levels served.

TEST OF PRESCHOOL CONCEPTS



The heavy black line shows the lower limits of the "upper quartile range", that is the level of scores which only 25% of the highest scoring children in the norm group achieved, and which was the target level for scores expected of children after 100 days attendance.

Number of children tested after 100 days - 40.
Number who scored in upper quartile range - 33, or 70% (Project goal 75%)
(An insufficient number of children had attended 200 days for evaluation.

As can be seen by the chart on the preceeding page, three year old children who had attended the program for 100 days were scoring on a level comparable to that of five year old children who had not had the program. Similarly four year old children who were receiving the program benefits demonstrated conceptual understanding comparable to that of children age 5 1/2 to 6 1/2 who had not benefitted from such a program at an earlier age.

Objective H1.1 To help children learn concepts, the teacher will provide each child with tutorial lessons in each concept area included in the curriculum as documented by the Individual Planning and Progress record kept for each child and weekly reports showing the tutorial lesson taught each child each day mailed in by each teacher.

FINDINGS:

The criterion level set for meeting this goal was that each child would receive at least three tutorial lessons in each area within his first 100 days, and at least six within his first 200 days. The record keeping for this goal was not initiated until the last week of April 1972. The majority of children reported on in this evaluation enrolled before that date. Because records would be incomplete for 30 out of 41 children, the analysis was not done and this goal was not evaluated.

Objective F1.2 INCREASE IN CULTURAL KNOWLEDGE

At least 75% of the children attending the program will be able to identify and be able to tell something about objects and pictures related to holidays celebrated in a special way by people with a Mexican cultural heritage.

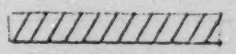
FINDINGS:

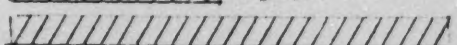
February 1973: This goal was reached.

The criterion level set for measuring achievement of this goal was that children who had attended 100 days would answer correctly 65% or more of the questions on the project developed Test of Cultural Knowledge. As the graph indicates below about one third of the children already had this cultural knowledge when they entered the program; after 100 days 75% of the children reached criterion level in demonstrating understanding of objects and pictures related to Mexican culture.

TEST OF CULTURAL KNOWLEDGE

Children who answered correctly 65% or more questions:

PRE TEST  36%

POST TEST after 100 days  75%

Number of children tested 40.
On posttest 30 scored above criterion, 10 below.

Objective H1.2 To increase children's cultural knowledge, teachers will give children an opportunity to make a piñata, celebrate birthdays using piñatas; use books, pictures and activities to acquaint children with the Posada celebration within their first 100 days attendance. Within 200 days children will have experienced all of the above plus activities centered on the Mexican flag and the symbol of the Eagle.

FINDINGS:

Lessons and activities dealing with cultural heritage were recorded and reported on the individual records (IPPR) and weekly reports (WPPR) mentioned in objective H1.1. As this record keeping system was initiated April 1972 and would be incomplete for 30 out of 41 children reported in this evaluation, this objective has not been analyzed for each individual child. However each center utilized project developed materials to help children experience and understand the Posada celebration during November and December and featured this in fiestas; each celebrated birthdays and other occasions with piñatas, made piñatas; and made large symbols of the Mexican eagle, learned songs, marches and salutes involving both Mexican and U.S. flags, as documented by records submitted by the trainer for bicultural education, and picture albums maintained at each center on special events.

OBJECTIVE F1.3 DEVELOPING VERBAL FLUENCY

At least 75% of the children attending the program will develop fluency in their primary language sufficiently to meet the performance level established for the Test of Verbal Fluency.

FINDINGS:

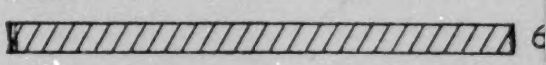
February, 1973. This goal was reached by 68% instead of 75% of the project children.

A project developed test of Verbal Fluency was used to measure the children's ability to use language for communication. The test is administered in the child's primary language, and it consists of three questions and four prompts. The criterion level set is that the child can (1) use two or more complete sentences of three or more words in length in his response, (2) use 15 words or more in his total response. At 100 days it is expected that he will be able to meet one or the other of these standards; after 200 days that he will meet both of them.

TEST OF VERBAL FLUENCY

Children who met the criterion level on either number of words used in total response, or on use of complete sentences:

PRE TEST 11%

POST TEST after 100 days attendance  6

PRE TEST
Number of children tested 28*
3 children met one or both standards of verbal fluency
25 children failed to meet either standard.
* there were no pretests for 12 children in the final test group.

POST TEST (100 days) **
Number of children tested 40
27 children met one or both standards of verbal fluency
13 children failed to meet either standard.
** There were an insufficient number of children who had passed 200 days to analyze for this evaluation.

The appropriateness of this test and its objective targets which appear to be very minimal levels of communication skills is demonstrated by the fact that only three children, 11% of the total test group, was able to pass this test when they entered the program. The improvement reported above is very substantial, although short of the project's goal.

OBJECTIVE H1.3 To develop children's ability to communicate, teachers will use a teaching method which provides an opportunity for children to make a verbal response at least once a minute during directed teaching periods.

FINDINGS:

February 1973. This objective has been achieved.

Twice during the project year, each teacher is observed for a total of 40 minutes; 20 minutes of this during a planned lesson period and 20 minutes during an unstructured part of the day (like lunch time). The criterion set for this objective was that a teacher who had been with the project for at least 4 months would have achieved sufficient training and skill to know how to involve the children both verbally and physically in lesson activities.

The minimum acceptable verbal involvement was set as twenty opportunities to respond in 20 minutes of observation.

Out of 17 teachers tested after working 4 months or longer, 100% were providing opportunities for response above the minimum level. The range was from 46 opportunities for response provided in 20 minutes, to 81 opportunities for response in 20 minutes.

For all 17 teachers children were recorded as responding verbally between 21 and 52 times during the corresponding 20 minute periods. The only group with a lower rate of response was that of a new teacher observed when she had only been teaching about one month, and her children had only 11 responses in a 20 minute planned lesson activity.

OBJECTIVE F1.4 UNDERSTANDING IN CHILD'S PRIMARY AND SECOND LANGUAGE

Fifty percent or more of the children who have attended the program will show an increase in receptive vocabulary comprehension in both their primary and their secondary language of at least five points after 100 days attendance and ten points after 200 days attendance.

FINDINGS:

February 1973. This goal was achieved.

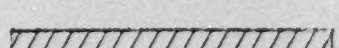
The Peabody Picture Vocabulary Test was used to measure children's receptive understanding of language in both Spanish and English, since this is a bilingual program in which we are trying to strengthen the child's primary language at the same time we teach him a second language.

The criterion level of a five point raw score gain was set based on the first year's evaluation of this program. It appeared to take, on the average, six months for children to accumulate 100 days attendance. And national norms for this test have a range of about 20 points on the raw score scale between the ages of 3 years and 5 years, of five points in any six month period between those age levels as a kind of rough measure. A five points gain, therefore, would represent the kind of gain the child might make through maturation, and a greater gain indicate a project effect of acceleration. It may have been unrealistic to set the same 5 point goal in the child's second language as maturation would have no effect if the child was in a monolingual community and home as was true for many of the English speaking children in Washington and many of the Spanish speaking children in Texas. Lacking any basis for making a better estimate of reasonable gain, however, a 5 point gain was set as a goal in both languages.

VOCABULARY TEST SCORES IN PRIMARY AND SECOND LANGUAGES

Number of children for whom both pre and post tests were available: 35.

Children who gained 5 points or more in their PRIMARY language: 60% (N.21)

Children who gained 5 points or more in their SECOND language:  54% (N.19)

The two stationary centers in Washington state seem to be operating especially powerful programs for teaching a second language. English speaking children for whom Spanish is a second language made an average gain of 8.3 points between pre and post tests. Spanish speaking children for whom English is a second language made an average gain of 9.1 points. For children evaluated in the first test "wave" (Oct. 1972) the corresponding gains were 3.9 for children learning Spanish and 16.3 points average gain for children learning English. A number of program changes were instituted in Washington state to improve the program in teaching Spanish as a second

language after that evaluation with the result reported above.

OBJECTIVE H1.4 Teachers will use both Spanish and English as a medium of instruction.

FINDINGS:

February 1973. This goal was met.

The weekly report submitted by teachers telling the subject area of lessons taught also indicates the language that was used as a medium of instruction. Examination of an at random selection of these reports from each teacher's file confirms that teachers regularly use both languages for instruction.

STAFF TRAINING COMPONENT

OBJECTIVE F2.1 TEACHERS WILL BE ABLE TO DEMONSTRATE SKILLS

Teachers will be able todemonstrate the use of target teaching behaviors while teaching children and being observed by a trainer, obtaining at least a 75% mastery rating by the trainer on unit checklists.

FINDINGS:

February 1973. This objective is being met.

A training unit consists of a specific set of behaviors a teacher would use in teaching children. After discussing these (why this is done and examples of ways in which it might be done) the trainee has a chance to see them demonstrated by the trainer. After this, she uses them with her children and the trainer observes her lesson, recording which skills she used and how on an observation sheet keyed to the particular teaching behaviors in that unit. After the observation, the trainer goes over the observation with the teacher mentioning strong points and making suggestions. A second observation is then scheduled, with a similar procedure. Depending on the extent to which the trainee shows ability to use the teaching skills a third or fourth observation may be scheduled. As a final step a review of the unit is done by the trainer using a checklist containing the most important teaching behaviors and she records plus or minus as to whether the teacher has demonstrated use of these teaching behaviors -- usually with descriptions of how the teacher used them so she can be more specific in reviewing this with the teacher. Sometimes the checklist covers only one unit of training, sometimes more units if they are related. The present training curriculum contains one checklist covering 4 units of training, another covering 3 units of training, and 5 covering onlyl unit of training.

Training records show that since Oct. 1972, the date of the previous evaluation trainees at the Connell center have completed 2 to 2 1/2 units each, at the Moses Lake center teacher trainees have completed 2 to 4 1/2 units each; at the Texas center teacher trainees have completed 3 to 5 units each of new material plus reviewing 1 to 3 units of training presented earlier.

Every teacher except two which were only hired in February, 1973 has completed at least one unit checklist at or above the criterion level of 75% mastery

OBJECTIVE H2.1 Trainers will discuss training units with trainees, do presentations, and complete observations and checklists.

FINDINGS:

February 1973. This objective is being met.

Training records submitted by trainers show continuous presentations and demonstration of training materials, plus submission of observation forms and checklists. The pace of training at each center is reported above. The slower pace at the Washington centers is to some extent owing to the fact that the teacher trainees individually are at different places in the training curriculum owing to different periods of employment. The Texas teachers all have been at approximately the same place in the training materials which enables the trainers to make group presentations instead of individual training sessions.

OBJECTIVE H2.2 TEACHER-CHILD INTERACTION PATTERNS

After six months training and experience, teachers will demonstrate a pattern of interaction with children at or above minimum levels on certain preferred teaching practices, and below maximum levels on certain undesirable teaching practices.

FINDINGS:

February 1973. This objective was achieved.

The standard set for donsidering this objective to have been met was that at least 75% of the teachers would meet the criterion level in at least 9 out of the 12 categories of behavior.

Out of 19 teachers in the total program, there were 14 observed before this evaluation who had been with the program six months or longer. (All teachers were observed but the remaining teachers had not been employed and in training for as long as six months at the time of the observation.) Of this number, 13 met the standard of being at the criterion levels in at least 9 out of the 12 categories. This represents 93%, which is above the standard set. The one teacher who failed to meet this criterion was demonstrating appropriate interaction in 8 out of the 12 categories

11

The observation used to meet this objective differs from the observations used as part of the in-service training described above. This observation is done by an independent outside observer on a twice a year schedule. The in-service training observations are handled by project staff. This observation records and classifies each behavior by teacher and by children as they interact. The in-service observations are focused around a very limited set of teaching behaviors which are the target skills for that particular training unit. This observation is not prepared for in any particular way by teachers, nor are they aware that anything in particular is being observed concerning the way they handle their children. For the in-service observations both teacher and trainer have gone over the observation form in detail Before the observations so that each is aware of the particular type of behavior that is to be demonstrated.

This independent observation serves as an outside check on teaching patterns. The observer records every behavior for 20 minutes during a structured lesson activity planned by the teacher, and observes another 20 minutes during an unstructured learning period. The purpose of this distinction is to see whether a good learning environment is being maintained throughout the day and whether the teacher is able to take advantage of learning situations that are initiated by children -- her skill at impromptu interactions with children, because the project believes that maximum learning gain by children requires both types of learning situations -- e.g. pre-planned and spontaneous, to be handled well.

The in-service training focuses on little pieces of the teachers skills -- possibly the success that this and other evaluations have touched on in the teacher training program is because it does break down the things a teacher does into small enough steps that it is possible to incorporate them into the teachers style and methods a little at a time. This periodic outsiders observation pictures the total teaching pattern, and as such "puts it all together". This provides not only a means of evaluating the success of the training program, but a means of feedback to the trainers from which they can remediate training deficiencies and reinforce achievements of effective teaching style.

OBJECTIVE H2.2 Teacher trainees will complete at least four units of training in their first six months of employment.

FINDINGS:

February 1973. This goal is not being met.

The project felt that by the time a teacher had been in training for six months that she should have received enough training to enable her to be demonstrating teaching behaviors described above at the target levels. As a means of defining how much in-service training this should

mean, it was decided that a goal would be completion of at least four training units in this initial six month period of time. It appears that this pace of in-service training is not taking place.

Training Completed by New Trainees

Trainee A - Employed Aug. 1972 - 2 1/2 units completed by 2/73
Trainee B - Employed Sept.1972 - 2 units completed by 2/73
Trainee C - Employed Sept.1972 - 2 1/2 units completed by 2/73
Trainee D - Employed Oct. 1972 - 2 units completed by 2/73

Two additional trainees were employed in February, 1973 and these are not reported. The other trainees have been in the program 11 months or longer at the time of this evaluation.

OBJECTIVE F2.3 BICULTURAL TRAINING

Each teacher trainee will be observed and coached a minimum of three times as she presents an activity in the bicultural education curriculum.

FINDINGS:

February 1973. This goal is being met although it is not scheduled for evaluation until after June 30, 1973.

The project used a new position it was granted "Resource Teacher" to strengthen its bicultural education program. The resource teacher, or "Bicultural Education Trainer" as she was designated, was assigned the dual responsibility of developing curriculum in bicultural activities and in training both trainers and teachers in its use.

Following the format of the other training, a series of demonstrations by teachers of their skill in actually handling the bicultural education activity with children and using the methods she demonstrated in presenting it was planned. Because the Bicultural Education Trainer was not employed until late October it was decided to divide her time between the permanent sites, spending about one month in Washington for orientation to the project initially with the balance of the winter months with the Texas program during its home base period, returning to the Washington state permanent sites when the Texas teachers become mobile.

The record of individual observations completed by the bicultural education trainer indicates 1 observation per trainee completed during Nov. 1972, and 3 observations per Texas trainee with the exception of one. Assuming that this one trainee will have been observed before the end of March, she will no doubt be able to complete two additional observations per trainee in the Washington state sites during the three months of April, May and June. It therefore appears that this objective is about on schedule at this point.

OBJECTIVE H2.3 Training in bicultural education activities will be given every week at the site being served by the bicultural education trainer.

FINDINGS:

February 1973. This objective is being met.

A file of weekly training reports from the bicultural education trainer indicates a very rich and varied program of educational activities being presented to fulfill the bicultural emphasis of this program.

PARENT AND COMMUNITY INVOLVEMENT COMPONENT

OBJECTIVE F3.1 PARENTS AS PARTICIPANTS IN EDUCATIONAL PROGRAM

Family members of children enrolled will participate in the educational program as volunteers.

FINDINGS:

February, 1973. This objective is being met.

The minimum level of participation set as acceptable to consider this objective met was that the number participating would represent at least 25% of the enrollment capacity of each permanent center site.

For Grulla this would be 15, for Connell 6, and for Moses Lake 8.

Although the evaluator does not have complete documentation of all the hours and ways in which family members have taken part in the program, the incomplete documentation reveals that a larger number of family members have already participated than the minimums specified. Reviewing only partial records from Connell shows 10 families participating, from Grulla family members relating to 16 children participating, from Moses Lake 12 families participating.

OBJECTIVE H3.9 Staff will contact parents and other family members soliciting assistance with the program.

FINDINGS:

February, 1973. This objective is being met.

A file of community contacts and parent contacts is maintained on each center site documenting the continuous effort of staff to contact and involve families in the program.

OBJECTIVE F3.2 PARTICIPATION IN MANAGEMENT OF THE PROGRAM

A parent and community advisory group formed in each permanent site will be active in management of the program, defined as making decisions or taking action in the following areas:

organizational matters such as elections, meeting times, etc. review of proposal and funding actions
personnel actions to fill staff vacancies;
plans for earning and spending parent funds;
discussing curriculum--parent choices as to content, methods, equipment or ways parents will participate in educational program.

FINDINGS:

February 1973. This objective is being met.

Parent and community advisory groups were formed last year and have continued to operate at all three sites. The Texas site went a step further than that of advisory group by forming a non-profit corporation, known as the La Grulla Migrant Co-op. Having formed a democratically elected board representing the families served by the Texas program, it can solicit funds either directly or as a delegate agency for continuation of the Texas part of the program, and may eventually seek funds to meet other needs in Grulla. A letter of agreement between Intermediate School District 104 gives a delegate agency status to the La Grulla Migrant Co-op giving them management authority over the Texas portion of the program; full authority for the selection of staff assigned only to the Texas program and shared authority for staff shared between the Texas and Washington program.

A content analysis of minutes of meetings at all three sites indicates that all four areas of decision making have occurred at each.

Organizational matters: There has been election of officers at each site, meeting times have been set, and the organization has taken on various activities as a group -- such as negotiation of a contract with the Rio Grande School Dist. for Title I funds.

Personnel actions -- personnel committees elected by the parent groups have met and selected replacement teacher trainees and cooks at Moses Lake and Connell and Grulla, selected a new site coordinater at Grulla, and a new secretary.

Each site has repeatedly discussed and plan ways of securing participation of family members in the program as a means of earning parent funds, and have authorized use of parent funds for various uses. Connell bought needed kitchen and play ecuipment; Connell and Moses Lake bought cultural heritage materials with parent fund ; all

Connell parents discussed the best methods for learning a second language and recommended an alternating weeks approach. Connell and Moses Lake sites have investigated educational toys for use by parents in the home to supplement program and have assigned responsibility for making this equipment. All three sites have discussed and planned fiestas as part of the cultural heritage aspect of the program, contributing parent time to food, costumes, decorations, and securing help from community members in training staff and children in Mexican songs, dances, and utlized community and family members in the programs.

Since the previous evaluation only Texas has been involved in proposal review and funding actions. The parent and community advisory committee there acted on the request for Head Start left over funds from NRO to be reprogrammed for project use this year. It also developed and gave final approval to an application for seeking continuation funds to be presented to Migrant Head Start.

OBJECTIVE H3.3 The project director, educational director, and site coordinaters shall make contact with parents and community members as necessary to organize and convene a parent and community advisory group in each permanent site.

FINDINGS:

February 1973. This objective is being met.

A file of reports from the site coordinator in Washington indicates action to develop and work with the parent and community advisory committees at each site.

Memos and documents such as the articles of incorporation and bylaws are on file indicating the process and effort devoted to developing the La Grulla Migrant Co-op at Grulla.

MATERIALS DEVELOPMENT COMPONENT

M..1 PUBLICATION OF TRAINING MATERIALS FOR TEACHERS AND TRAINERS

The project manager will publish six new units of training materials; three for use in training the trainers, and three for use in training teachers.

FINDINGS: February, 1973. Target date June, 1973. Not scheduled for review at this evaluation.

H4.1 The consultant will develop the six units of training materials following consultation from project staff on program needs.

FINDINGS:

The consultation has taken place by telephone and at a site visit the consultant made in September, 1972. A performance contract was issued specifying the topics of the training. To date one unit of materials for training of trainers has been submitted. The observation form was not sent with the materials, and the checklist will be developed covering this unit as well as other units yet to be developed so that at this writing there are no completed units prepared.

H4.2 PRODUCTION OF VIDEO TAPES DEMONSTRATING TEACHING TECHNIQUES

The project manager will reproduce for project use or dissemination, six video tapes in Spanish and in English which demonstrate the target teaching techniques that were the subject of training materials developed during program year one.

FINDINGS:

February, 1973. Target date, June 1973. Not scheduled for review at this evaluation.

H4.2a The training consultant and a bilingual assistant will plan and produce six video tapes as master copies to demonstrate the teaching techniques from program year one training materials teaching in both Spanish and in English.

FINDINGS:

February, 1973. No tapes have been submitted to the project as of this date and the material is overdue on the projected time table. It has been discussed with the consultant that she do the tapes during site visits to the project using our project teachers who are already oriented to the materials because of training, which would mean that the tapes will probably be made during April, 1973.

H4.3a The training consultant will make three site visits tothe project to demonstrate and discuss training materials, and to receive feedback on the project's needs to guide her in developing further materials.

FINDINGS:

February 1973. One of three site visits has been completed and the objective is on schedule.

F4.3 PUBLICATION OF EXPORTABLE PACKAGE OF TRAINING MATERIALS

The project manager will publish an exportable package of the training materials for teachers which have been developed for this project, with a management guide and evaluation of effectiveness based on project experience.

FINDINGS:

February, 1973. Target publication date June 1973. Not scheduled for evaluation at this time.

H4.3 The evaluator and project manager will edit the materials incorporating changes suggested by the training staff, and will write a management guide and evaluative materials.

FINDINGS:

February, 1973. The evaluator has collected revision suggestions concerning the orientation unit of training materials. No editing has been done, and no material drafted for inclusion in this package.

Because none of the project trainees are far enough in their training to have used all of the materials, the project has no experience with units in the later part of the series at this time. Present plans are to maintain this objective as a project goal, but to extend the time schedule for completion into next year.

F4.4 REVISION OF TUTORIAL PRESCHOOL CURRICULUM MATERIALS

The project manager shall publish revised curriculum materials for project use in each of the four major concept areas: spatial relationships, temporal relationships, classification relationships, and seriation relationships; and a placement and area test for each.

FINDINGS:

February, 1973. This objective is being met.

The test and revised materials for seriation relationships has been published and distributed. The other areas remain to be completed at a later date.

H4.4 The educational director or his designated consultant shall revise project tutorial curriculum materials constructing a placement and mastery test for each area, and two or more lesson activities for each difficulty level step in the newly sequenced materials.

FINDINGS:

18

February, 1973. This objective is partially met.

The revision was not done within the project time frame but is in progress.

F4.5 DESIGN A FEEDBACK SYSTEM ON NEW CURRICULUM MATERIALS

The educational director shall plan and implement a feedback system on curriculum materials to acquire information for possible future revision.

FINDINGS:

February, 1973. This objective has not been activated yet.

The delay in completion of the curriculum revision has meant that we did not have the materials the feedback system was to relate to. An informal feedback system was set up in relationship to the new materials developed for seriation relationships. This was a request that those teachers who were willing to take the time record how easy the materials were to use and how well the children responded to them in terms of interest and understanding. These comments came from a number of teachers and were reviewed by the evaluator in preparing this evaluation.

H4.5 The educational director shall develop forms for recording comments on curriculum, assign responsibility for data collection, and establish a timetable for the whole process.

FINDINGS:

February, 1973. This objective has not been activated yet.

This will be put off until after the curriculum materials (F4.4) have been developed and put into use.

F4.6 REVIEW AND SELECTION OF PRE ACADEMIC CURRICULUM MATERIALS

The educational director shall review preacademic curriculum materials for kindergarten level children, select and order materials for use.

FINDINGS:

February, 1973. This objective has been partly met.

The educational director reviewed materials and decided on the Singer Math and Write and See handwriting series. He has not yet selected pre-reading materials in Spanish for children with whom Spanish is the primary language. Orders have been placed for the Singer math materials and these will be introduced in the Washington permanent sites beginning in March, 1973. The handwriting materials will also be introduced in the Washington sites, but later since our program requires that each teacher handle teaching of every subject area, and relate to a cross-age grouping of children. By introducing these materials serially this will be easier for the teachers to get used to. It was decided not to introduce new materials with the Texas teachers during the mobile period of project operation.

H4.6 The educational director shall contact sources known tohim in Texas and in other placed as recommended by the OE project officer, make site visits to observe curriculum usage, order copies for his own review or review by staff he assigns and report to the project manager his evaluation and recommendations for purchase and implementation.

FINDINGS: February, 1973.

The educational director reviewed the "Rock and Roll" materials in use in some Texas schools. He and all members of the staff attending a workshop sponsored by Southwest Educational Development Laboratory to observe and review available materials for use. He also talked in Austin to the man in charge of distributing these materials who advised him that they are being completely revised and that since they are very expensive to hold off obtaining these materials until after the revision if he decided he wants to adopt Southwest Lab materials. He made a site visit to the project at San Marcos where the Singer math and Write and See handwriting materials are being used, and requested people from that project to visit our program as well as sending other staff members to San Marcos. Based on this analysis, he advised the project director to order the above mentioned materials and institute their use in the Washington sites.

F4.7 DEVELOPMENT OF BICULTURAL EDUCATION CURRICULUM MATERIALS

The Bicultural Education trainer will publish curriculum materials relating to the cultureof Mexico and the United States. The Spanish language materials will feature special holidays of Mexico with emphasis on how children enjoy them; dances, finger plays, verses, rhythm games, stories and legends, songs, children educational games and descriptive background on objects and events of history.

FINDINGS:

February, 1973. This objective is being met.

The addition of a new position to our curriculum development staff suggested by our Office of Education Project officer was used by the program to obtain a young woman artist from Mexico who is a talented singer and guitarrist, who danced with the national "Folklorico"--the government sponsored dancing group which performs the traditional dances of Mexico; and who is in addition a teacher who was educated for kindergarten level education and who has taught this age group in Mexico. She is also trained in the craft area (her mother is also an artist in paper crafts and jewelry).

She has had the dual job of developing cultural materials for project use, and of training staff and teachers in its use plus working with the families and community members to draw them into the bicultural program.

Señorita Cruz has written out the words and reproduced the music, plus making audio tapes of a number of songs and stories. She has written out and drawn picture diagrams of various finger plays. At the centers she has taught a number of dances. She has taped and written out descriptive background for the teachers on special holidays. She has developed simple bright pictures and children level stories to go with them to tell certain stories about holidays. She has designed patterns for materials that can be made into simple fun props for educational games and for costumes to go with certain activities. An incomplete listing of materials and activities thus far developed follows:

Holiday Materials:

The celebration of the Posada
Febrero 19 - Dia Del Ejercito
Febrero 23 - Carnaval
Febrero 24 - Dia de la Bandera

Bailes (Dances)

La Raspa
Polka
La Bamba
Los Inditos
Danza de Venado

Rítmos (Poems with actions)

Rítmo de Cascabelles
El Músico
La Batalla Del Calentamiento
Un soldadito pasa marchando

Rimas (little poems)

Rima a la Bandera
Con Mucho Amor
Limpieza
La Ensalada
La Fruta
Saludo
Manitas Limpiaz
La Frutero
Rimas para poner en las tarjetas del 14 de Febrero (valentine's day)

Digital (Finger play)

Manitas Arriba

Juegos Educativos (Educational games

Turning wheel (for naming objects)
Looking for hidden objects

Coros (Songs)

Las Manañitas
Temprano
Di Borrequito
La Vaca
Arre Burriquito
Mamá y Papá Preparán
Noche de Páz
La Golondrina
Coro a la Bandera
Cancion de Colores
La Estudiantina
Los Inditos
Yo quiero ser soldado
Himno Nacional Mexicano

Histories, leyendas y cuentos
(Historical tales, legends and stori

La galletita de ginebra
La Posada
La Navidad en Mexico
La Fundacion de Mexico
La formacion de la bandera.

With her assistance, each center has held fiestas featuring a combination of American (U.S.) and Mexican cultural activities and customs -- one in Texas and two in Washington center sites with a third planned. Parents and other community members have been extremely responsive to the fiestas and have contributed their talents, time, costumes, and cultural artifacts. Hundreds of people have become awareof the program through this aspect of its activities.

H4.7 The Bicultural Education Trainer will select a monthly theme and develop materials around that theme, supplying copies to each center and for the project central file.

FINDINGS:

February 1973. This objective is being met.

A weekly report by the bicultural education trainer is on file indicating her choice of themes, the materials she has produced to go with it, copies of the materials, and information on her distribution. Much of the materials have been reproduced so that every single teacher has a copy -- sometimes only the pattern was centrally produced and distributed and teachers made their own copies. A few things were made for collective use at each center. The Texas mobile teachers have individual cassette tapes to take with them since they may end up working in isolation.

RELOCATING DELIVERY SYSTEM COMPONENT

F5.1 CHILDREN ENROLLED AT TWO OR MORE SITES DURING THE YEAR

At least 25% of the mobile migrant children enrolled in the Texas based program will be enrolled again at one or more new locations within one calendar year from the date of their initial enrollment.

FINDINGS:

February, 1973. This objective has been met.

The children enrolled initially in Texas who were reenrolled in one or more northern centers when the program moved was reported in the October, 1972 evaluation. This move from home base to northern centers achieved 72% continuity of service from one location to another.

The final attendance figures showed 78 children enrolled in Texas of which 56 were served again at one or more northern location -- 72%. An additional 26 children were enrolled for the first time at a northern location of which 22 were enrolled again in one or more other locations. The final figure for the year therefore is 104 Grulla mobile migrant children served in total during the year, and 78 of these served in two or more locations, for a continuity rate of 75%.

Other mobile projects attempted, which move in larger units, have reported continuity rates of less than 25%. (See 1972 evaluation prepared for the Indian and Migrant Program Desk of Head Start).

22

H5.1 a Preplanning will be done before recruiting children and teachers in Texas to enable the project to follow the maximum number.

FINDINGS:

February 1973. This objective was met.

This objective took place before the migration began in April 1972 and was reported in the April and October, 1972 evaluations.

H5.1b Information will be collected on any children who leave the program or any children the project failed to enroll during any period to find out where families went, why we were unable to provide service to the child, and to obtain information that might enable the project to plan for an even better continuity rate the second year.

FINDINGS: During the winter months the Texas staff located every family served at any point during the year, or friends who could report on that family's location, and traced where families did move if we did not serve them, and reasons for children dropping out of the program.

From this information staff meetings were held discussing ways of improving continuity in the coming season. Among the decisions coming out of these planning meetings were the following:
Families leaving Texas will carry with them a card to mail to the data collection center giving their address so that they will be easier to locate when the teachers have moved to an area and are trying to locate children.
Replacement teachers hired (of which there has been one) will be hired with the understanding that they will go where most needed in order to take care of mid season changes of planning. Last year teachers were hired because they already planned to move to certain areas where it was deemed there probably would be a cluster of children for them to serve. This worked well for the initial move and the first relocation to the north found the total program overenrolled because of the strategic spread of teachers and the numbers of children they were able to reach. However at the end of June when crop changes caused all the families to shift around again, the enrollment fell off because thebalance of teachers and children in certain areas was temporarily a poor fit. Having a teacher whose family agrees to move as assigned will correct this.
Finally, it was decided to bus children somewhat longer distances in order to combine pairs of teachers where feasible. It was felt this would correct some situations in which attitudes favored one teacher over another for a given child.

H5.3 COORDINATING WITH SCHOOLS AND MIGRANT AGENCIES IN HOST COMMUNITIES

In each community to which the project moves, coordination will be attempted with the local public schools and with agencies serving migrants.

FINDINGS:

23

February, 1973. This objective applies to mobile phase beginning in April, 1973. Coordination for last year was reported in Oct.'7

H5.3 The Educational Director and Site Coordinator will send weekly reports on their coordinative contacts.

FINDINGS:

February, 1973. This objective is not due to be activated until the project becomes mobile.

MANAGEMENT COMPONENT

F6.1 SCHEDULE OF OPERATIONAL TASKS

The project Manager will develop a schedule for accomplishment of operational tasks.

FINDINGS:

February, 1973. This objective was met.

The operational schedule was drawn up and served as a guide to the project manager in monitoring activities.

F6.2 HANDLING PROJECT BUDGET

The project Manager will oversee the budget utilizing the bookkeeper's monthly statements, and will prepare quarterly reports.

FINDINGS:

February, 1973. This objective has been met.

The finances of the project are the responsibility of the project manager who finally authorizes purhhases and keeps track of project accounts. Monthly and quarterly budget reports are on file.

F6.3 MAINTAINING CONTACT WITH ALL SITES

Because of the wide spread of this project, the project manager will maintain contact on at least a weekly basis by either site visit or telephone with each site.

FINDINGS:

February, 1973. This objective was met.

The project manager maintains a telephone log which indicates close communication, meeting the once per week minimum, with each permanent site.

In addition, the evaluator received weekly reports from nearly every project employee--teachers, trainers, site coordinator and very close monitoring of the project is thereby maintained.